DOCUMENT RESUME

ED 222 849 CG 016 332

AUTHOR Krick, Robert L.; Moore, Earl J.
TITLE The Life Career Assessment: A Structured Interview Technique for Counselors and Advisors. Georgia Comprehensive Guidance Series.
INSTITUTION Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
SPONS AGENCY Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
PUB DATE 80
NOTE 113p.; For related documents, see ED 214 690, CG 016 240-250, and CG 016 329-334.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Competency Based Teacher Education; *Counseling Techniques; *Educational Counseling; *Guidance Programs; Helping Relationship; Interviews; Questioning Techniques; School Counseling; Secondary Education; *Staff Development; *Student Teacher Relationship; *Teacher Guidance

ABSTRACT

This staff development module is one of four in a series designed for use with the Georgia Comprehensive Counseling and Guidance units. The aim of this module is to teach school personnel how to use the Life Career Assessment (LCA), a structured interview technique, in order to facilitate the teacher/advisor, student/advisee relationship. The format of the module is organized in nine objective or goal sections, e.g., rationale, structure, themes, strengths and obstacle of the LCA, and the competencies or skills related to each objective. Each section presents background reading, practice exercises and suggested activities as well as self-evaluation exercises including a self-test to assess understandings acquired and a competency checklist. The exercises are designed to be used as a self-instructional tool for one user, or optional exercises are included requiring two or more people. The four appendices are a final competency checklist for all objectives, a basic helping skills bibliography, the LCA summary worksheet, and a reference list for the module. (MCF)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED222849

# THE LIFE CAREER ASSESSMENT: A STRUCTURED INTERVIEW TECHNIQUE

## FOR COUNSELORS AND ADVISORS

Georgia Comprehensive Guidance Series

Staff Development
for the
Guidance and Counseling Unit
Georgia State Department of Education
Atlanta, Georgia

Developed by:

Career Development Projects
Department of Counseling & Personnel Services
College of Education
The University of Missouri-Columbia

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. Moughan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 016332

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Contributing Staff:

Robert L. Krick
Earl J. Moore

Fall 1980

Developed by:

Career Development Projects
Department of Counseling and Personnel Services
College of Education
University of Missouri-Columbia

Project Director - Earl J. Moore

Pupil Personnel Services
Division of Educational Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334

Charles McDaniel
State Superintendent of Schools
1981

# GEORGIA COMPREHENSIVE GUIDANCE PROGRAM

GUIDANCE AND COUNSELING UNIT
STUDENT SUPPORT SERVICES

GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334

Charles McDaniel

State Superintendent of Schools

TABLE OF CONTENTS


INTRODUCTION . . . . . 1
RATIONALE. . . . . 7
STRUCTURE . . . . . 17
CAREER ASSESSMENT . . . . . 23
TYPICAL DAY . . . . . 39
THEMES . . . . . 47
DETERMINING THEMES . . . . . 61
STRENGTHS AND OBSTACLES . . . . . 79
SUMMARY . . . . . 91
DEMONSTRATING THE LIFE CAREER ASSESSMENT PROCESS . . . . . 101
APPENDICES . . . . . 105

# INTRODUCTION

This module has been created specifically for school personnel who are serving as advisors in a school advisory system. The aim of this module is to introduce advisors to an initial interview technique that facilitates the establishment of a relationship between advisor and student. The overall goal for the advisor in completing this module can be stated as follows:

> *To be able to use a structured interview as a tool to begin a relationship with an advisee.*

To achieve this objective, you will learn specific information and skills concerning the theory and the actual practice of the Life Career Assessment (LCA) technique.

## Module Use

This program is designed to teach school personnel (teachers) how to use the Life Career Assessment (LCA), a structured interview. It is assumed that the advisor already has acquired basic helping relationship, communication, and interviewing skills. If the advisor has not acquired these skills, or needs to review, the advisor should refer to one of the self-help books on basic human relationship skills listed in Appendix B.

The module is organized around a framework of objectives and competencies. Objectives are goals, and competencies are the skills that the advisor must learn or develop to achieve an objective. Objectives are presented one at a time through reading material, practice exercises, and self-evaluation exercises designed to develop the necessary competencies. There are exercises for each objective that require only the participation of the reader. Thus, this module can be used as a self-instructional tool. There are also optional exercises requiring two or more people. These exercises are recommended to the reader if there are other people available.

After readers have completed the exercises for an objective, there is a self test which should be completed. Compare your responses to the suggested responses that follow the self test. Refer back to the reading materials and exercises for any questions you missed or have questions about. The last page of each objective is a competency checklist on which you can check off those competencies that you believe you have gained as a result of completing the objective. If you believe you have not acquired one of the competencies, refer back to material in the objective to pick it up before moving on to the next objective. There is also a final competency checklist at the end of this module.

After readers have achieved each of the objectives presented in the module, they will be able to use the LCA interview.

Objectives and Competencies

Competencies for Objective A

*Objective A: To know the rationale behind the LCA interview.*

You will be able to:

1. Discuss the importance of the "initial interview" with an advisee.
2. Discuss the advantages of the LCA as an initial interview approach.
3. Discuss Adler's view of the relationship between an individual and the world.
4. Describe the concepts of *themes* and *lifestyles*.

Competencies for Objective B

*Objective B: To know the structure of the LCA.*

You will be able to:

1. Name the four sections of the LCA.
2. Describe the content areas each section covers.
3. Describe the types of information obtained by the LCA.

## Competencies for Objective C

*Objective C: To know the purpose of the Career Assessment section and its application to the LCA process.*

You will be able to:

1. Identify the content areas of the Career Assessment section.
2. Describe the types of information that each area yields.
3. Describe the way in which the advisor can go about getting the information in each area.
4. Recognize the themes pointed out in the sample dialogue.

## Competencies for Objective D

*Objective D: To know the purpose of the Typical Day section and its application to the LCA process.*

You will be able to:

1. Identify the purpose of the Typical Day section.
2. Identify the two major dimensions that may be revealed.
3. Describe the way in which the advisor can go about getting this information.
4. Recognize dimensions and themes pointed out in the sample dialogue.

## Competencies for Objective E

*Objective E: To be aware of potential themes.*

You will be able to:

1. Name several possible themes.
2. Describe the concepts of *themes* and *life styles*.
3. Name several learning style factors.
4. Describe how Holland types can be used with the LCA.
5. Describe the utility of themes and lifestyles in assisting a student in career planning.

## Competencies for Objective F

*Objective F: To be able to determine themes from advisee statements.*

You will be able to:

1. Recognize the themes that a student statement reveals.
2. Determine the themes being expressed in student statements.
3. Repeat, clarify, and reflect themes so that the advisee can recognize the themes.
4. Describe the advantage gained when the advisee recognizes themes.

## Competencies for Objective G

*Objective G: To know the purpose of the strengths and obstacles section and its application to the LCA process.*

You will be able to:

1. Identify the kind of information to be gained from the strengths and obstacles section.
2. Identify some reasons why an advisee might find it difficult to respond.
3. Identify strategies to draw information out of uncommunicative advisees.
4. Recognize student strengths and weaknesses from student statements.
5. Recognize the use of various strategies in a portion of dialogue.

## Competencies for Objective H

*Objective H: To know the purpose of the Summary section and its application to the LCA process.*

You will be able to:

1. Identify and discuss the purposes for conducting the Summary section.
2. Identify four points to keep in mind while conducting the summary.
3. Describe the use of the theme worksheet.

## Competencies for Objective I

*Objective I: To be able to demonstrate the entire LCA process.*

You will be able to:

1. Integrate the use of the four LCA sections into one interview.
2. Use the theme worksheet.

## RATIONALE

*Objective A: To know the rationale behind the LCA interview.*

### Competencies

You will be able to:

1. Discuss the importance of the "initial interview" with an advisee.
2. Discuss the advantages of the LCA as an initial interview approach.
3. Discuss Adler's view of the relationship between an individual and the world.
4. Describe the concepts of *themes* and *lifestyles*.

One of the major principles of an Advisory System is that each student will have a close and personal relationship with at least one adult in the school. This relationship will begin taking shape with the advisor's first contact with an advisee. As the time for this initial contact draws near you may be wondering: "How do I go about establishing rapport with a student. Isn't rapport something that's either 'there' or 'not there?' Doesn't a relationship just evolve?" It is quite understandable for you to have these questions and doubts as you begin to function as an advisor. You may even be anxious or apprehensive about your first meeting with a new advisee: "I wonder if they will like me? What will we talk about? How can I get things started? I can't do this--I'm not a counselor." While it is true that many relationships "evolve naturally," there are specific skills you can use to initiate and speed up the process of forming a relationship. The LCA is a technique that incorporates several of these skills that are especially useful during an initial interview.

There are three goals to accomplish during the initial interview: (1) lay the foundation for the relationship; (2) structure the

situation for the client; and (3) begin to understand how the client sees the world. The LCA is an initial interview technique which can help you achieve these goals.

The LCA aids in the accomplishment of the first goal, starting the relationship, in at least two ways. First, the procedure provides an opportunity, a context, in which to use the basic human relationship skills that are necessary during all stages of a close relationship between two people. If you would like to learn more or improve your use of these skills, consult Appendix B for self-help books on this subject. The second way that a student-advisor relationship is enhanced is by stimulating students to talk about a subject they know well and have an interest in--themselves. By using the LCA format, the advisor can communicate an interest in and a concern for the student as a person. This process of finding out what a person wants, takes pride in, and is concerned about is likely to produce a warm feeling between two people.

As noted previously, the second goal of an initial interview is to structure the situation for the advisee, a goal which the LCA accomplishes nicely. It is probably more accurate to say that the LCA provides useful structure for both the advisor and the advisee. Just as the advisor may experience some anxiety at the first meeting with a student, so too may the student feel some threat. The LCA, which provides the structure that allows the advisor to feel a reassuring sense of direction during the interview, also helps alleviate the student's apprehensions. The LCA content areas provide a way through which students can reveal themselves without feeling that their privacy is being invaded. Additionally, rather than passively and mechanically answering routine questions, the student can become interested and actively involved in the interview as a result of learning something about themselves. This occurs through the process of "theme finding" which will be discussed in a later section. The content areas of the LCA, which focus on the student and their interests, also contributes to increased student involvement in the interview.

The LCA is a type of interview format sometimes known as an *interview guide* (Gordon, 1969). An interview guide loosely specifies content areas to be covered, providing a sort of cognitive map, without dictating the exact questions or probes to be used. Thus the LCA falls somewhere in the middle of what Kleinmuntz (1967) refers to as the structured-unstructuredness dimension guiding the conduct of interviews. The LCA possesses some of the advantages of both an unstructured and a structured interview. It shares with the highly structured interview the virtues of guaranteeing that important information about the student will be obtained, providing a framework to record responses, providing a running inventory during the interview of which objectives have been searched and which have not and requiring little training or experience to use effectively. However, like the more unstructured interview, the LCA also permits the conversation to find its own path, resembles ordinary conversation, puts the respondent at ease, allows rapport to develop, and permits the interviewer to follow up interesting leads.

The third goal of an initial interview is to begin to understand how the client sees the world. Using the LCA, the advisor can accomplish this goal by looking for themes and an overall lifestyle. This approach is based on the Individual Psychology of Alfred Adler who divided an individual's relation to the world into three parts: (a) *work*, (b) *social relations*, and (c) *friendship* (Dinkmeyer, Pew, and Dinkmeyer, 1979). According to Adler, the three parts cannot be solved separately, for they are intertwined. A change in one component involves the others as well. A difficulty with one part of life implies comparable difficulties in the rest of one's life, and the problems of life cannot be solved separately. Although it may appear otherwise, a person's life is actually quite integrated in this regard.

Additionally, a person tends to solve problems and attempts to obtain rewards or satisfaction in a similar manner in all three areas. The term *theme* can be used to describe these consistent ways of negotiating with the world. Themes are an individual's internal ideas about how to survive in the world and obtain goals. There are many different

themes by which people operate (see Objective E for a list of themes) and each individual will tend to operate using several themes. The themes an individual uses can be considered, as a whole, to constitute a *lifestyle* (McKelvie and Friedland, 1978). However, individuals are not always aware of their approach toward life, the themes by which they operate or their lifestyle, and may not recognize the underlying consistencies that exist (Mosak, 1971). They may choose, rather, to dwell on specific superficial feelings which serve to further obscure the 'way' in which they are developing (refer to Objective E for a sample list of preference statements and the lifestyle theme they indicate).

For example, notice the lifestyle theme that can be detected in the following sample dialogue between an advisor and a student.

| | Dialogue | Theme |
|---|---|---|
| Advisor: | I'm interested in knowing what you think about being in school. Will you tell me how it's been for you? | |
| Advisee: | Oh, its alright, I guess. (Pause) I mean, I know it's good for me, getting an education and all that is important. You need a good education to make it in the world, and I'm pretty sure I want to go to college. But sometimes I wonder if I'll ever get through. I've got 2 years here left to go, then 4 years of college if I go. It seems like such a long time. | *Establishes goals* |
| Advisor: | You wish it could be over sooner. | |
| Advisee: | Yeah, I do. But it's not all bad. | |
| Advisor: | Tell me about some of the things you like about being in school. | |
| Advisee: | Well, for one thing, it's nice to see all my friends. By the time 7th period rolls around I've seen just about everyone I know, either | *Friends are important* |

| | | |
|---|---|---|
| Advisee: | in class, or in the hall, or at lunch. That way its easy to catch up on what's going on with everybody, and find out when everybody's meeting after school. | *Likes to socialize* |
| Advisor: | So one of the good things about being in school is the friendships you have here. | |
| Advisee: | Sure, but that's not the only thing. I'm working on the school newspaper which is really fun. I do a little reporting and I write the entertainment column, you know, reviewing records, movies, television shows. It's great because I get to choose what I write about and how I say it, instead of having to do it the way the teacher wants it, like in an English class. Plus, I feel like I've done something important, that my friends are interested in. | *Likes to work independently, dislikes direction*<br>*Values accomplishment*<br>*Peers' approval important* |
| Advisor: | Working on the paper gives you a chance to do something you feel is worthwhile. | |
| Advisee: | Yeah, I think that's what gets me the most about school. You have to do so much stuff that doesn't mean anything. I mean, I just don't see what good it does me to learn about all those wars and things that they teach in World History. And Algebra too, I can't see that many people use that in their day to day life. It's not like that in Journalism class. There they teach things like how to do an interview, or write a headline, you know, things you can see everyday if you pick up a newspaper. I can try these things out in the newspaper and see if I've learned anything. | *Wants school to be immediately relevant*<br>*Needs to see tangible results* |

The themes this student is expressing indicate that he is establishing some long-range, albeit vague, educational goals, that social

contact with friends is very important, as is approval of accomplishment by these friends, that he likes to work independently, without direction or structure from teachers, that he likes to see tangible, immediate results for his efforts, and that he prefers school work that has readily identifiable relevancy to his life. As important as learning what subjects a student has taken or wants to take is determining what kind of learning and working environments the student prefers. Therefore, a major purpose of the Life Career Assessment Interview is to clarify the person's fundamental approach to life, or the means by which he or she typically operates (themes).

Assessing an individual's approach to school, social relations, and friendship provides a concrete way of analyzing and synthesizing a student's movement in life. This assessment is a cooperative endeavor which not only helps advisors understand advisees but also helps students better understand their own life themes that reveal their unique sense of the meaning of life. By identifying the themes, we can understand individuals' approaches to life in a straightforward manner.

The LCA has other advantages as well. It does not take a lot of time to complete--the entire interview can be done in approximately 45 minutes, and if necessary it can be broken up into 10 or 15 minute segments and conducted over several contacts with a student. The LCA allows the advisor to discover information about the student in a broad range of areas, including school performance, career aspirations, recreation, social relationships and friendships, as well as strengths and weaknesses of the student. All the different types of information the LCA yields can be valuable to you as an advisor in helping a student make educational and vocational plans for the immediate and long-term future.

## Objective A: Self Test

The following questions are based on the material in Objective A. Write out your responses without referring back to the material. Then check your responses with the suggested answers that follow these questions. Refer back to the material for any answers you did not get or have questions about.

1. What are the three goals of an initial interview, according to Tyler?

2. How does use of the LCA aid the accomplishment of these goals?

3. The LCA is described as an interview guide, which combines some of the advantages of highly structured interviews with the virtues of highly unstructured interviews. What are some of these advantages?

4. Alfred Adler divides a person's relationships with the world into three parts. What are these parts and how are they related?

5. Define *theme* as used in the LCA.

Objective A: Self Test

Suggested Responses

1. a. Lay the foundation for the relationship.
   b. Structure the situation for the client (advisee).
   c. Begin to see how the client (advisee) sees the world.

2. The LCA facilitates the establishment of a relationship by enabling advisees to talk about themselves, and provides an opportunity for advisors to use human relationship skills. The LCA content areas provide structure by creating a non-threatening "opening" through which advisees can reveal themselves without feeling like they are being examined. These content areas also provide guideposts to aid the advisor in directing the interview, giving the advisor a sense of direction and purpose. The LCA helps in the discovery of the advisee's unique view of the world by revealing *themes* and *lifestyles*.

3. The LCA combines the advantages of guaranteeing that important information is discovered, organizing responses, providing a check for progress toward the interview's goals, and requiring little experience (structured interview virtues) with the advantages of allowing the conversation to find its own path, aiding the development of rapport to develop, and permitting the advisor to follow up on interesting leads.

4. Work, social relationships, and friendship. The three areas are related in that problems in one area tend to also occur similarly in the other areas, and individuals attempt to solve problems in the same manner in each area.

5. A *theme* describes the consistent ways in which an individual attempts to survive in the world and obtain goals.

## Suggested Activity

1. You may be able to find a colleague who has experience with the LCA and who would be willing to have you observe them as they use it. This will allow you to get a feel for the process before you explore the details in the module. As you observe the presentation, pay special attention to the advisor, and the advisor's interaction with the advisee. Does the advisor seem to understand the advisee? Does the advisee seem to feel comfortable? What is the advisor's attitude toward the advisee? Did the advisor seem to accomplish anything? If you observe an advisor after you have completed the module, you will be able to discuss various details of the interview in a more collaborative manner.

*Objective A: To know the rationale behind the LCA interview.*

Competencies

The advisor can:

- ☐ Discuss the importance of the "initial interview" with an advisee.
- ☐ Discuss the advantages of the LCA as an initial interview approach.
- ☐ Discuss Adler's view of the relationship between an individual and the world.
- ☐ Describe the concepts of *themes* and *lifestyles*.

## STRUCTURE

*Objective B: To know the structure of the LCA.*

### Competencies

You will be able to:

1. Name the four sections of the LCA.
2. Describe the content areas each section covers.
2. Describe the types of information obtained by the LCA.

The model of the LCA is presented below in outline form. There are four major sections: (a) Career Assessment, (b) Typical Day, (c) Strengths and Obstacles, and (d) Summary. Each portion will be covered in greater detail in subsequent sections of the module, but for now the most important point to notice is that by following this format the advisor can obtain several types of information. One type is the relatively objective and factual information regarding the advisee's school achievement and work experience. Another type is the student's own estimation of skills and competencies possessed. Still another type is inferences made by the advisor of the advisee's skills and abilities. These inferences are based on the process of theme finding, and the kinds of activities the advisee performed at school, at work, and at leisure. Another kind of information obtained concerns the student's opinion of his or her value as a person and awareness of self. The advisor also determines, through theme finding, the student's approach to life. Following is the model of the LCA:

LIFE CAREER ASSESSMENT
An Initial Interview Technique

<u>Career Assessment</u>

1. Education progress and problems
   General appraisal
      Likes best about
      Dislikes most about

Subject preferences

Likes

Dislikes

Teacher preferences

Closeness

Authority

Classroom condition preferences

Independent vs. dependent study

Contact with other students

Learning mode

2. Work experience (part/full time, paid/unpaid)

Last job

Liked best about

Disliked most about

Same procedure with another job

3. Recreational area

Leisure time activities

Social life (within leisure context)

Friends (within leisure context)

Typical Day

1. Dependent - Independent

Relies on others

Insists on someone else making decisions

2. Systematic - spontaneous

Stable routine

Persistent and attentive

Strengths and Obstacles

1. Three main strengths

Resources at own disposal

What do resources do for them?

2. Three main obstacles

Related to strengths

Related to themes

22

Summarize

1. Agree on life themes
2. Use advisee's own words
3. Relate to goal setting

While the Life Career Assessment format is standardized, there is no prescribed procedure for getting the information. Advisors need to discover their personal style of doing the intake and should be flexible enough to shift the format to fit the needs of each individual. Although the intake format provides standardized data, there is a great deal of opportunity for flexibility and individual advisor style. In fact, it is preferable for the advisor to integrate the exploration process into one's own style as well as the style of the advisee to keep the interview from being mechanical and make the interview as meaningful as it has the potential to be.

## Objective B: Self Test

The following questions are based on material covered in Objective B. Answer the questions without referring back to the material, then compare your answers with those suggested on the next page. Refer back to the material for any questions you missed or do not understand.

1. Name the four parts of the LCA.

2. What content areas does each part cover?

3. What are some of the several types of information that the LCA yields?

4. The LCA format is described as "standardized." What is recommended as far as altering the format?

## Objective B: Self Test

### Suggested Answers

1. Career Assessment
   Typical Day
   Strengths and Obstacles
   Summary

2. The Career Assessment section covers: (1) general appraisal of school, preferences for subjects, teachers and classroom conditions; (2) work experience and likes and dislikes of previous jobs; (3) recreation, social life, and friends. The *Typical Day* section covers a student's routine day, revealing whether the student is dependent or independent of others and is systematic or spontaneous in structuring a day. The *Strengths and Obstacles* section covers three strengths the advisee has and what these strengths allow the advisee to do, as well as three obstacles. The *Summary* section covers the themes brought up during the interview and the goals that the advisee may want to work on.

3. Factual information about the student's school and work achievement, estimations of the advisee's abilities and skills, the advisee's themes or approach to life, and inferences about the student's self esteem and self awareness.

4. It is recommended that the format be altered to fit one's own style as well as the style of the advisee.

*Objective B: To know the structure of the LCA.*

Competencies

The advisor can:

- ☐ Name the four sections of the LCA.
- ☐ Describe the content areas each section covers.
- ☐ Describe the types of information obtained by the LCA.

## CAREER ASSESSMENT

*Objective C: To know the purpose of the Career Assessment section and its application to the LCA process.*

### Competencies

You will be able to:

1. Identify the content areas of the Career Assessment section.
2. Describe the types of information that each area yields.
3. Describe the way in which the advisor can go about getting the information in each area.
4. Recognize the themes pointed out in the sample dialogue.

The Career Assessment section of the interview is divided into three parts: (a) educational progress and problems; (b) work experience, and (c) recreation.

Career Assessment

1. Education progress and problems
   - General appraisal
     - Likes best about
     - Dislikes most about
   - Subject preferences
     - Likes
     - Dislikes
   - Teacher preferences
     - Closeness
     - Authority
   - Classroom condition preferences
     - Independent vs. dependent study
     - Contact with other students
     - Learning mode

2. Work experience (part/time, paid/unpaid)
   Last job
      Liked best about
      Disliked most about
   Same procedure with another job

3. Recreational area
   Leisure time activities
   Social life (within leisure context)
   Friends (within leisure context)

Educational Assessment

To begin this section of the interview, ask the advisee for a general appraisal of school. You can provide some extra structure by asking what the student likes best and likes least about school. Usually themes will begin to become apparent as likes and dislikes are being discussed. These themes should be repeated, clarified, and reflected so that the participant is aware of the consistencies running through them. After the advisee gives you some general impressions of school, you can begin to ask more specific questions about the student's preferences for subjects, teachers, and learning conditions. This kind of focusing will yield several types of information. One kind is the relatively factual and surface information, such as "I like science and math, and dislike art and English" or "I like Mr. Jones and Mrs. Green, but don't get along well with Mr. Smith." Another kind is the themes and lifestyles discussed earlier, many of which will appear throughout the interview. You can also obtain clues regarding the student's learning style (refer to Objective E for a more detailed explanation of learning style themes). These learning style themes should be repeated, clarified, and reflected to the advisee. Notice in the following sample dialogue the questions the advisor uses and the way in which themes are reflected back to the student.

Adv. I know that you'll be a junior this year. Tell me how you have liked being in school so far?

Stud. I guess okay. (pause) I like it all right most of the time.

Adv. Sounds like there are some good things and some bad. What do you like best about school?

Stud. To see people. (laughs) I get to talk to people. *Likes to socialize*

Adv. So getting to see your friends is something you like about school.

Stud. Yeah, and also some of my teachers I really like and I like to go to their class. *Contact with adults is important*

Adv. Contact with people is really important to you, then. Let's look at the other side. What about school do you dislike?

Stud. Sometimes I have tests in all my hard classes in one day, and the night before, I want to do something besides studying. So I have to stay home and study because there isn't enough time. Most of the time school doesn't bother me. (pause) Last year I didn't like my 6th period teacher. He always put down and embarrassed me. Most of the time school is okay. *Responsible and disciplined*

Adv. There are times, though, when schoolwork cuts into your free time, interferes with what you want to do.

Stud. Yeah, like a T.V. show will be on or something, but I have a test to study for or a paper to write.

Adv. Okay. What sort of subjects do you like most?

Stud. Math for one. I understand it. I love Algebra, but I didn't like geometry, probably because I didn't like my teacher. English was fun, and French was a good class. It was fun to learn another language, and our French teacher had been to France, and we also had guest speakers, so we got to learn about the lifestyles of people in other countries. I also like world geography, learning about different parts of the world.

*Working with others*

*Interest in people*
*Curious about people and places*

Adv. Learning about new places is fun and exciting to you and also you sound interested in the people and their lives.

Stud. Yeah, I guess so. I wouldn't do very well by myself.

Adv. What subjects do you dislike?

Stud. Biology. It was disgusting. You had to dissect a frog, and touch a live worm, and other slimy stuff.

*Doesn't like to get messy*

Stud. It was both, really. (laughs) I'm not concerned about how my stomach digests its food. As long as it works, I don't care. Also, P.E. I didn't like because I got a low grade because I couldn't do some of the gymnastics exercises very well. I didn't think that was fair to give me a poor grade because I can't do something like that.

Adv. You felt it was unfair. How about the exercise itself, you know, getting sweaty.

Stud. No. I didn't like it when I got too sweaty. Otherwise it was okay.

Adv. You mentioned that you liked some teachers and disliked others. What do you like in a teacher?

Stud. Well, my World Geography teacher was nice. He was young, and he knew what we all really did and was on our level rather than standing above us saying "Oh, you're so bad." He'd also laugh with us, he was relaxed. My French teacher was fun, too. She was also relaxed and a lot of fun, but sometimes she would get mad because some students weren't paying attention. I think she was right to get mad, because it took time away from us to explain it again to them. Also, she wouldn't move on to a new unit until we all understood the last one. It was a comfortable speed to move at, rather than having to keep a schedule.

*Wants closeness and understanding*

*Desires moderate authority*

*Wants instructor to adjust to her pace*

Adv. So, you like that flexibility, and that concern that you understand the material.

Stud. Yeah. I had one teacher who wouldn't review us before our final. He said "I've covered all the material. You should know it." He was also very cold and business-like. *Desires closeness*

Adv. Okay. I'd like to know about what sort of classroom situations you like to work in. You said in biology lab you had to handle things. What type of activities do you like?

Stud. Well, I like to be able to set up demonstrations and do things even though snails were slimy. Filmstrips bore me to death. I hate the beep. In English when we studied *Romeo and Juliet*, it was fun to see the movie. We also saw *Great Expectations*. *Enjoys direct experience seeing presentation*

Adv. So you like movies if they are good quality.

Stud. Yeah. I also liked my French lab. I had a chance to hear native French speakers on tape, which helped me learn to say it right. We also had speakers come to class to talk about living in France. In World Geography, we had to make files of newspaper articles on the area we were studying at the time, like Africa, or Russia, and then present a summary to class. Then the class would discuss it. *Direct experience hearing lectures*

Adv. Did you enjoy speaking in class?

Stud. Yes, except when I have to stand up. Then I get nervous.

Adv. Do you prefer to choose your own topics to study or have one assigned?

Stud. I think I'd rather have a choice from some broad topics the teacher gives us. I can't decide on a topic if the teacher gives no guidelines. *Desires some structure*

Work Experience

To assess work experience, simply ask your advisee to describe his/her last or current job. The job can be part- or full time, paid or unpaid. Have the advisee describe the tasks performed and then relate what was liked best and least about the job. As likes and dislikes are discussed, the themes which usually become apparent should be repeated, clarified, and reflected so that your advisee is aware of the consistencies running through them. Examining the student's domestic responsibilities, such as mowing the lawn, caring for a younger sibling or doing household chores, can also be revealing, and is especially useful when the advisee has had little or no work experience. This process is illustrated by the following example of an interview with an advisee during which work experience is being discussed.

Adv. Tell me about your work experience. Are you working now?

Stud. Yes. I'm working at a shoe store. It's okay, it's not too busy. Sometimes when customers walk in and look around but don't look at me, I don't know whether to say "Hello, can I help?" or wait for them to notice me. *Unassertive*

Adv. You feel sort of awkward then.

Stud. Yeah. Around Mother's Day I worked for a while at a flower shop. That was really fun. I did a lot of "go-fer" work. *Likes variety*

Adv. You mean a lot of different things.

Stud. Yes. One day I'd be tying flowers together, the next I'd be out on the floor working the cash register. I really liked that. I'd also take carts in and out of the store, carry invoices, all sorts of things. (pause) I used to babysit a lot. I would get down and play with them. But I don't get that excited about it, it's not as much fun. *Enjoys responsibility*

Recreation

To assess the recreational area, ask your advisees how their leisure time is spent. Look at what kinds of family activities the advisee participates in, as well as hobbies the advisee enjoys. Does your student enjoy investigative activities such as stamp collecting or more adventurous endeavors such as skateboarding or exploring? It is important to note whether or not the recreational activities are consistent with their educational and career themes or in contrast with them. This is also a good time to explore love and friendship relations. Ask the student to describe a best friend or friends to help determine the kind of peer influence the advisee may have. Does the advisee have many friends, few, or none? Does the student make the decisions about leisure activities that are done with friends, or follow the suggestions of others? Exploring a student's social life

within the context of what is done with one's leisure time has been found to be a relatively non-threatening way of exploring this sometimes touchy area. There is no intention of gathering intimate information; the intention is rather to discover how social relations reflect one's lifestyle.

In the following portion of the Life Career Assessment Interview, *leisure and social activities* are explored:

Adv. Let's switch gears a little. How do you spend your free time?

Stud. I go to movies a lot. I just saw "Urban Cowboy." It was pretty good. Tonight I'm going with a bunch of friends to the drive-in. There's also a disco for teenagers that we go to on Friday nights. I'm a little embarrassed to dance sometimes unless there's a lot of people on the floor. *Socializes*

Adv. You're there mainly to be with people and talk?

Stud. Um hum. We used to go to the roller skating rink a lot but we don't go much anymore. A pretty rough crowd of kids hangs out there now. (pause) I like to go camping when I can. I really like being outdoors, in nature, and I love Colorado. And someday I would love to go hang-gliding. It looks like so much fun. *Likes outdoors adventurous*

Adv. It does look like fun, but it seems a little risky. Are you concerned about that?

Stud. Well, yeah, it is risky. But I'd like to do it anyway. I'm real daring about things like that. I'd like to do that type of mountain climbing where you don't have any ropes. That's dangerous, too, but it would be fun. And yet, I won't dance (laugh) or do some of the risky things other kids do, like alcohol or drugs. Another strange thing is that I like nature and outdoors, and yet one of the best times I ever had was when I went to New York City. I loved all the clothes stores there. I could have spent days and days shopping.

*Independent*

*Likes material things too*

Adv. It's a little hard for you to reconcile those two opposites.

Stud. Um hum.

Adv. Sounds like on a day to day basis you spend a lot of time with friends.

Stud. Yeah, my best friend Connie and I go shopping and riding our bicycles a lot. We rode to town the other day and got lost for a while (laughs). But we finally figured out where we were going. Connie just got her learner's permit to drive so we went for a ride with her mother. Her mother was nervous, but I wasn't. I guess I'm pretty trusting of my friends. Like if I don't know someone and they have a car, if my friends say this person is okay, I'll ride with them.

*Relies on friends' judgment*

Adv. You will rely on your friend's judgment, then.

Stud. Yeah, I'm pretty trusting of my friends and I guess people in general.

As you can see, it is relatively simple to move from leisure activities to social relationships. This advisee reveals a strong involvement with friends and a reliance on friends for judgments. However, she also shows independence by her refusal to participate in popular recreational activities, like drinking and drugs.

## Objective C: Self Test

Answer the following questions based on the material covered in Objective C. Then compare your answers with those suggested on the next page. Refer back to the material for any questions you missed or did not understand.

1. Name and describe the content areas of the Career Assessment portion of the LCA.

2. What is the general procedure the advisor follows while covering the work experience and education sections?

3. What is the procedure for the recreation area?

## Objective C: Self Test
## Suggested Responses

1. One area is *school progress and problems* in which the advisee is asked first for a general appraisal of school, and then for likes and dislikes in the areas of subject matter, teachers, and classroom conditions. Another area is *work experience*, in which the advisee is asked about likes and dislikes and tasks performed in various full-time, part-time, paid and unpaid jobs. The third area is recreation, in which the advisee describes how leisure time is spent and the nature of his/her social life.

2. The advisor first asks for a description of a job or a general appraisal of school, then asks for specific likes and dislikes about the job or school. Usually, themes become apparent, which the advisor can repeat, clarify, and reflect back to the advisee.

3. The advisor first asks the advisee how free time is spent, which opens up, in a non-threatening way, the advisee's social life, including love and friendship. Themes will become apparent which should be clarified and reflected to the advisee.

## Suggested Activities

In order to gain practice using the LCA process, complete one or more of the following exercises.

1. Conduct the Career Assessment portion of the LCA with yourself. Write out brief responses to the various content areas. Notice how you phrase the questions to yourself, see if any areas are more difficult to respond to, and watch for any consistencies or themes to appear.

2. Have someone such as a fellow advisor or the school counselor conduct the Career Assessment portion to you. Look for the same things as in #1. Also, notice whether or not you feel comfortable and relaxed as you talk. If not, try to determine why. Is it the other person's style of questioning?

3. Conduct the Career Assessment portion with someone else. The person can be someone you know or someone you want to know better. Don't be concerned with finding themes yet unless you believe you are ready. Just concentrate on getting the information and setting a relaxed, conversational atmosphere. Try also to cover all the areas without having to refer to the format. After you have finished, ask the person for feedback on your style.

*Objective C: To know the purpose of the Career Assessment section and its application to the LCA process.*

**Competencies**

The advisor can:

- ☐ Identify the content areas of the Career Assessment section.
- ☐ Describe the types of information that each area yields.
- ☐ Describe the way in which the counselor can go about getting the information in each area.
- ☐ Recognize the themes pointed out in the sample dialogue.

## TYPICAL DAY

*Objective D: To know the purpose of the Typical Day section and its application to the LCA process.*

### Competencies

You will be able to:

1. Identify the purpose of the Typical Day section.
2. Identify the two major dimensions that may be revealed.
3. Describe the way in which the advisor can go about getting this information.
4. Recognize dimensions and themes pointed out in the sample dialogue.

Many of the themes that emerge during the LCA have natural opposites, such as active-passive and outgoing-withdrawn. Each of these opposite pairs can be considered a dimension. There are two dimensions that should be examined during the Typical Day portion of the interview. These are dependent-independent and spontaneous-systematic.

Dependent-Independent

- relies on others
- insists on someone else making decisions

Spontaneous - Systematic

- stable routine
- persistent and attentive

The purpose of the typical day exploration is to discover how persons organize their lives. This assessment can be made by asking students to describe their "typical" day in a "step-by-step" fashion. The dependence-independence dimension can be explored by asking: do they get themselves up in the morning or rely on someone else to wake them; do they do things alone or insist on having someone with them at

all times? Similarly, the advisor needs to determine whether their advisees organize their lives systematically or respond to each day spontaneously? (Systematic individuals tend to do the same thing day after day in a fairly stable routine, while spontaneous individuals rarely do the same thing twice.) The patterns that emerge from the typical day assessment can be very helpful to clients for it is these patterns, that often cause problems. For example, if a student reveals that his/her day is rather tightly organized by significant people such as parents and teachers, this student may have problems in classroom situations that require independent work. Again, these patterns should be repeated, clarified, and reflected to advisees so that they begin to grasp a clear understanding of how they organize their lives. Any potential problems that are revealed should be explored with the advisee.

Following is a portion of the Life Career Assessment Interview wherein the student's *typical day* is discussed. Notice that the advisor and advisee explore activities that are common to all people, such as eating and sleeping, as well as those that are more unique to the individual.

| Dialogue | | Theme |
|---|---|---|
| Adv. | I'd like to know how a typical day goes for you, starting with waking up. | |
| Stud. | Now that school's started, I get up real early, about 5:00 or 5:30 a.m. | |
| Adv. | Wow, that is early. Do you study some before you come to school? | |
| Stud. | No, I usually wind up changing clothes about three times. The first thing I do is take a shower; then I'll eat some breakfast, cereal or something. Then I get dressed and fix my hair. During the | *Responsible, systematic* |

| | Dialogue | Theme |
|---|---|---|
| Stud. (cont.) | summer, I don't get up as early, maybe 8:00 a.m. or so, but my mother has left a list of chores she wants me do to help her out since she's working. | *Mornings are organized by mother* |
| Adv. | These chores, they take all morning? | |
| Stud. | Yeah, usually till about noon. Then I go upstairs to change clothes and usually someone will call, and I carry my phone around my room while I'm trying to get dressed. Then it depends, sometimes I'll go downstairs and watch *All My Children*. But I really don't watch TV other than that. I feel like I'm wasting my time. So Connie and I, one of us will call the other, and we'll get together and shop or talk. Sometimes I go swimming or lay out and get a tan. I try to be home by about 5:00, so I can help my mom get dinner ready. | *Social contacts important*<br>*Spontaneous during free time*<br>*Responsible* |
| Adv. | Sounds like you do a lot around the house to help out. | |
| Stud. | Yeah, I don't mind. Dinner is a fun time for us. The whole family is there and we spend about two hours eating and talking. My sister and I take turns doing the dishes. Then I'll go downstairs and watch TV or read the newspaper; sometimes I'll go for a walk. On weekends I'll start thinking of someone in Oklahoma, where we used to | *Family important* |

| | Dialogue | Theme |
|---|---|---|
| Stud. (cont.) | live. So I'll break down and call one of these friends; so my phone bill gets pretty big sometimes. I try to set a limit, but I always talk over it. | *Social needs hard to control* |
| Adv. | How does your day usually end? | |
| Stud. | Well, during the summer I'll usually start getting ready for bed at about 11:00 p.m. I'll read a magazine or a book for a while until I get sleepy; then it's "lights out." Of course, now that school's started up again I have to go to bed a lot earlier. I'll study in the evening until about 10:00 and then go to sleep. | *Daily routine* |
| Adv. | Sounds like you have your days pretty well organized, have a routine to follow. | |
| Stud. | Yeah, I guess I do. | |

This advisee indicates that her day is relatively systematic and well organized. Part of her day is structured by household chores her mother assigns her. The student appears to responsibly carry out these chores. Her free time is spent with friends in a more spontaneous manner. Social contact is very important to her and may be difficult to control.

## Objective D: Self Test

Answer the following questions based on material from Objective D. Then compare your answers with the suggested answers that follow. Refer back to the material for answers you missed or have questions about.

1. What is the main purpose of the Typical Day section of the LCA?

2. What are the two major dimensions of organization the Typical Day section can reveal?

3. How does the advisor conduct the Typical Day section?

Objective D: Self Test

Suggested Answers

1. To determine how a student's life is organized on a day-to-day basis.

2. Independent-Dependent and Systematic-Spontaneous.

3. The advisor can begin by asking the advisee to describe a typical day, starting with waking up. The advisor encourages students to describe events that occur for all people, such as sleeping, and eating as well as activities unique to each advisee.
   While doing this the advisor remains aware of how the student's daily activity reflects a dependent vs. independent and a spontaneous vs. systematic approach to life.

## Suggested Activities

In order to gain practice using the LCA format, complete one or more of the following exercises:

1. Conduct the Typical Day section of the LCA with yourself. Write out brief responses, or just think about what a typical day is like for you. What are the things you do everyday? Are you systematic or spontaneous? Do you find evidence of independence or dependence?

2. Have someone who is familiar with the LCA, such as a fellow advisor or the school counselor, conduct the Typical Day section with you. Notice how that person asks you to explore your daily activities. Did you feel comfortable with that person's style of interviewing? Did that person get all the important information? If not, why?

3. Conduct the Typical Day section with someone else. Try to fully explore that person's daily schedule of activities while maintaining a relaxed, conversational atmosphere. See if you can notice evidence as to whether the person is independent or dependent and systematic or spontaneous. After you have finished, ask the person for feedback on your style.

*Objective D: To know the purpose of the Typical Day section and its application to the LCA process.*

Competencies

The advisor can:

- ☐ Identify the purpose of the Typical Day section.
- ☐ Identify the two major dimensions that may be revealed.
- ☐ Describe the way in which the advisor can go about getting this information.
- ☐ Recognize dimensions and themes pointed out in the sample dialogue.

## THEMES

*Objective E: To be aware of potential themes.*

### Competencies

You will be able to:

1. Name several possible themes.
2. Describe the concepts of themes and lifestyles.
3. Name several learning style factors.
4. Describe how Holland types can be used with the LCA.
5. Describe the utility of themes and lifestyles in assisting a student in career planning.

Themes were introduced in Objective A. The purposes of this section are to increase your understanding of themes and lifestyles, acquaint you with the variety of themes to be found, and to describe how themes and lifestyles can be related to an advisee's educational plans and career goals.

Themes are ideas, beliefs, attitudes, and values that a person holds about one's self, about others, and about the world in general. These "I am -- Others are --Life is" themes largely determine a person's behavior. By looking at a person's behavior (both the words and the actions), the themes can be inferred or directly observed (Mosak, 1971).

In order to infer themes from behavior, the advisor must be aware of specific themes. As the concept of themes is more difficult to explain than it is to demonstrate by example, the following list of themes is presented to give you a feel for the range of themes that exist. This list, though extensive, does not contain all possible themes.

## THEMES

Social contact
Dislike routine
Adaptable
Dislikes supervision
Likes detail
Likes to complete tasks
Gets goals from others
Seeks reward & recognition
Large tasks overwhelm
Lacks assertiveness
Hard to ask for help
Worries about keeping up
Interested
Committed
Likes friends to approach
Mom/Dad supportive
Dependent on Mom/Dad
Dependent
Independent
Spontaneous
Systematic-Structured
Responsible
Passive
Wants immediate reward
Materialistic
Analytical
Friendly
Efficient
Confident

Seeks to organize
Achieves ideals
Leadership
Negotiates
Handle objects
Helpful
Work with tools
Work with machines
Work with animals
Likes outdoors
Persuasive
Like to investigate, curious
Seeks to understand
Thinking to solve problems
Likes numbers
Conforming
Manipulating
Aggressive
Popular
Likes ambiguity
Symbolic thinking
Abstract thinking
Cautious
Critical
Pleasure-seeking
Expressive

Intuitive
Introspective
Artistic
Musical
Likes school
Athletic
Likes to see results
Teaching, instructing
Guiding
Competitive
Adventurous
Precision work
Assertive
Achieving
Likes novelty, change, variety
Excitement
Cooperation
Persevering
Justice-fair play
Supervising others
Predicting
Frank-honest
Shy
Practical
Methodical
Attention-getting

Throughout this module, the samples of advisor-advisee dialogue have been accompanied by suggestions of themes that the advisee is revealing. As you may have realized, all sections of the LCA can reveal themes. In working with advisees, the most important areas in which to determine themes are the areas of school and career preference. Canfield (1976) has suggested that there are a number of factors concerning a student's preferences for subject matter, instructors, and learning conditions that, considered as a whole, constitute a learning style. These factors can be considered "learning themes" and learning style as a "learner lifestyle." Here, in outline form, are some learning style factors (adapted from Canfield, 1976):

SUBJECT

1. Numeric - working with numbers and logic; computing; solving mathematical problems, etc.
2. Qualitative - working with words or language; writing; editing; talking.

TEACHER

1. Closeness - knowing the instructor, mutual understanding; liking one another.
2. Authority - instructor maintains classroom discipline and order; instructor is informed and knowledgeable.

LEARNING CONDITIONS

1. Independence - working alone and independently; setting own goals and course of study.
2. Peer Contact - working with other students, having student friends; desiring comparison of one's work to others.
3. Structure - coursework logically and clearly organized; specific information on assignments, requirements, rules, etc.

4. Presentation Mode

   a. *HEARING* lectures, tapes, speeches, etc.

   b. *READING* texts, pamphlets, etc.

   c. *SEEING* illustrations, graphs, movies, slides, pictures, etc.

   d. *DIRECT EXPERIENCE* - handling or performing, such as in shop, laboratory, field trips, practice exercises, etc.

By being aware of these factors and asking advisees to talk about their preferences, the advisor can gain some insight into the student's learning style. This information is valuable for long-term school and career planning, as well as an aid for deciding which course and with which instructor the student might do best.

As mentioned before, themes are valuable aides for helping advisees explore career options. Thinking about specific careers is often a difficult task for adolescents. This is due, in part, to their lack of knowledge about the nature of various careers, but also to a lack of awareness about themselves. However, students may be able to state preferences for working conditions, amount of responsibility, type of task, etc. These statements often reveal themes. For example, notice the themes revealed in the following statements that an advisee might make about career and work preferences.

| Career Preference Statements | Themes |
| --- | --- |
| To have a job which provides many extra fringe benefits. | To Receive Direct Benefits |
| To receive a large yearly pay increase or bonus. | |
| To have a job which provides personal comfort and good working conditions. | |
| To have ample work breaks or get time off. | |
| To be able to manage money or resources. | |
| To be my own boss. | To Be Independent |
| To be free to make my own decisions. | |
| To be directly responsible to no one at work. | |
| To work with little supervision. | |
| To be free to vary my working hours. | |
| To be able to question the customary way of doing things. | To Achieve Ideals |
| To be able to explore various aspects of a job. | |
| To discuss which of a number of alternatives better explains a situation. | |
| To believe the work I do is important or significant to others. | |
| To be able to consider myself a creative person. | |
| To know exactly how my supervisors expect a job to be done. | To Be Responsible |
| To be able to see the results of my work at the end of each day. | |
| To be able to measure how much work I have done. | |
| To know the problem on which I am working has a correct solution. | |
| To know that when I have finished a task, it is done once and for all. | |

| Career Preference Statements | Themes |
|---|---|
| To size up a person or situation for decision making. | To Provide Leadership |
| To be responsible for making major decisions which affect the work of other people. | |
| To be responsible for hiring and firing people. | |
| To coordinate the work of others. | |
| To be able to verbally influence a group of people. | |
| To know a large number of the people with whom I work. | To Have Social Contact |
| To be around workers of the same age and interests. | |
| To be spoken well of by supervisors. | |
| To know and associate with fellow workers. | |
| To have other workers ask for my personal advice. | |
| To make a deal with someone. | To Negotiate |
| To find ways to settle an argument. | |
| To act on gut reactions. | |
| To confer with people about solving problems. | |
| To listen and bring understanding to both sides of an argument. | |
| To keep records, inventory, or charts and make appointments. | To Organize |
| To collect information, gather together materials or samples. | |
| To calculate, compute or manipulate numbers. | |
| To classify information, organize it into categories. | |

| Career Preference Statements | Themes |
|---|---|
| To move something into place, remove or repair. | To Handle |
| To examine, inspect and handle with precision. | |
| To groom, make up, or work over things. | |
| To work, smooth out, grind, stress, press materials and products. | |
| To help someone or be of service to others. | To Be Helpful |
| To offer support or motivate others. | |
| To take orders for service or wait on people. | |
| To care for or heal others, e.g., physical or emotional ailments. | |
| To do my best work the room must be free of distractions. | To Establish Routine |
| To have an established daily routine. | |
| To have chores done on a regular schedule. | |
| To arrange my time so that each task would be done at the same time every day. | |
| To allow me to work on one task at a time. | |
| To be physically active. | To Be Active |
| To participate in outdoor sports. | |
| To have hobbies and interests involving muscular coordination. | |
| To be involved in doing something active. | |

Individual themes and groups of themes can both be useful. Specific themes can be examined and related to educational planning. Each theme describes or represents an attitude, opinion, belief, value, or a behavior pattern that an advisee will bring into the educational setting. Some of the advisee's themes may suggest that the advisee would have problems in certain school situations. For example, if an advisee reveals a preference for teachers that establish close relationships, the advisee may do poorly in a class taught by a rather distant, authoritarian teacher. Thus, when confronted with the decision of which teacher to take a class under, this information can be used in reaching a decision. Themes can also help the advisor and advisee make more long-range plans concerning the advisee's educational and vocational future. For instance, if an advisee consistently reveals a strong social interest and is considering careers such as accounting or engineering, the advisor and advisee may want to examine these occupations in terms of the amount of "people contact" they offer.

Examining groups of themes may also be useful. In Objective A, it was pointed out that the group of themes a person adopts constitutes a lifestyle. Certain groups of themes tend to occur together, forming readily identifiable lifestyles. Many of these lifestyles, or patterns of living, can be given a name that "captures the essence of the pattern." Some common lifestyles that have been identified include the "achiever," the "workaholic," the "martyr," the "controller," and the "victim" (Mosak, 1971). Unfortunately, most of the lifestyle types that people recognize are largely negative. There are often several positive themes in these lifestyle types which are just as important to know as the negative ones. It is also important to remember that these commonly identified lifestyles are stereotypes, and that each individual possesses a unique set of themes. It is the discovery of this unique set of themes, not the attachment of a label, that the counselor should strive for. However, an awareness of common groupings of themes can be helpful to the counselor in this process.

John Holland (1973) has taken the notion of lifestyles and applied it to careers. He has identified six types (lifestyles), described

the characteristics of each (the themes) and has determined which occupations tend to attract which type:

1. Realistic Type - Typically, these are people who prefer to deal more with things than with ideas or people, are more oriented to the present than to the past or future, and have structured patterns of thought. They perceive themselves as having mechanical and athletic ability. They are apt to value concrete things or tangible personal characteristics like money, power, status; they will try to avoid goals, values and tasks which require subjectivity, intellectualism, or social skills. They tend to be more conventional in attitudes and values because the conventional has been tested and is reliable. They possess a quality of persistence, maturity and simplicity. Realistic types are found in occupations related to engineering, skilled trades, agricultural and technical vocations.

2. Investigative Type - Persons who are analytical, abstract and cope with life and its problems by use of intelligence. They perceive themselves as scholarly, intellectually self-confident, having mathematical and scientific ability. They hold less conventional attitudes and values, tend to try to avoid interpersonal relationships with groups or new individuals, and achieve primarily in academic and scientific areas. They are likely to possess a high degree of originality, verbal and math skills. Investigative types are found in occupations related to science, math and other technical careers.

3. Artistic Type - Persons who tend to rely more on feelings and imagination. They perceive themselves as expressive, original, intuitive, nonconforming, introspective, independent, having artistic and musical ability (acting, writing, speaking). They value esthetic qualities and tend to place less importance

on political or material matters. They have artistic aptitudes rather than mathematical aptitudes, avoid direct relationships and learn to relate by indirect means through their medium. Artistic types are found in occupations related to music, literature, the dramatic arts, and other creative fields.

4. Social Type - Persons who have high interest in other people and are sensitive to the needs of others. They perceive themselves as liking to help others, understanding others, having teaching abilities, and lacking mechanical and scientific abilities. They value social activities, social problems, interpersonal relations. They use their verbal and social skills to change other people's behavior. They usually are cheerful and impulsive, scholarly, and verbally oriented. Social types are found in occupations related to teaching, social welfare positions, and the helping vocations.

5. Enterprising Type - Persons who are adventurous, dominant, and persuasive. They place high value on political and economic matters and are drawn to power and leadership roles. They perceive themselves as aggressive, popular, self-confident, social, possessing leadership and speaking abilities, and lacking scientific ability. They use their social and verbal skills with others to obtain their political or economic goals. Enterprising types are found in occupations related to sales, supervision of others, and leadership vocations.

6. Conventional Type - Persons who are practical, neat, organized, and work well in structured situations. They feel most comfortable with precise language and situations where accurate accounting is valued. They perceive themselves as conforming, orderly, and as having clerical and numerical ability. They value business and economic achievement, material possessions, and status. They are happy with and make good subordinates and they identify with people who are

strong leaders. Conventional types are found in occupations related to accounting, business, computational, secretarial, and clerical vocations.

Holland's classification provides a way to relate a student's themes to the demands of various jobs and career areas. The knowledge of an advisee's themes and the demands of a job can be used to assist the advisor and advisee in making career plans.

The advisor can use an awareness of Holland types to advantage during the LCA interview in two ways. One as a guide to searching for other themes. For example, if an advisee reveals a preference for mechanical work, a realistic type theme, the advisor can be alert to see if other realistic themes are part of the advisee's lifestyle. The second use of the Holland types is a way to organize an advisee's themes. After the advisee and advisor have discovered some of the advisee's major themes, these themes can be compared with the six types. Do the advisee's themes strongly resemble one type or partially resemble several? If the advisee strongly resembles one type the advisor can help the advisee begin investigating careers through material such as the Self-Directed Search. If the advisee resembles several, the advisor and advisee can further explore in what ways the advisee does and does not resemble each type. This information, too, can be related to careers.

## Objective E: Self Test

Answer the following questions based on material in Objective E. Suggested responses are given on the page following the questions. Refer back to the material for any answers you did not get or have questions about.

1. Give a brief definition of themes.

2. How do themes relate to the concept of lifestyle?

3. Name some of the learning style factors (or "learning themes") identified by Canfield.

4. How has Holland related lifestyles to careers?

5. Of what value are themes and lifestyles to the process of educational planning and career choice?

Objective E: Self Test

Suggested Responses

1. Themes are the ideas, beliefs, attitudes, and values about one's self, others, and life that shape a person's behavior.

2. A lifestyle is a person's themes considered as a whole. Some lifestyles occur frequently enough to have become a stereotype. However, each person has a unique set of themes, both positive and negative, which must be ascertained before that person's lifestyle can be completely understood.

3. Canfield has identified factors concerning preferences for subjects, teachers, and learning conditions. Subject factors include numeric (working with numbers, computing, etc.), qualitative (working with language), inanimate (working with things), and people. Teacher factors include closeness and authority. Learning conditions include independence, peer contact, structure, and presentation mode (hearing, reading, seeing, direct experience).

4. Holland has identified six lifestyles, or types and their themes. He has also suggested vocational areas that appeal to each type.

5. Both themes and lifestyles provide information about the values, attitudes, preferences, and patterns of behavior. This information can be used by the advisor and advisee to help make a variety of short- and long-range decisions and plans about the advisee's future.

*Objective E: To be aware of potential themes.*

Competencies

The advisor can:

- ☐ Name several possible themes.
- ☐ Describe the concepts of themes and lifestyles.
- ☐ Name several learning style factors.
- ☐ Describe how the Holland types can be used with the LCA.
- ☐ Describe the utility of themes and lifestyles in assisting a student in career planning.

## DETERMINING THEMES

*Objective F: To be able to determine themes from advisee statements.*

### Competencies

You will be able to:

1. Recognize the themes that a student statement reveals.
2. Determine the themes being expressed in student statements.
3. Repeat, clarify and reflect themes so that the advisee can recognize the themes.
4. Describe the advantage gained when the advisee recognizes themes.

In the previous objectives you were exposed to concepts upon which the LCA is based, the structure of the LCA, as well as some examples of advisee statements and the underlying themes contained in them. You should by now have achieved the competencies of the previous objectives.

In this section you will have an opportunity to identify themes in advisee statements. You will be given a series of statements that an advisee might make in the course of an LCA interview. You will be asked to select from four choices, the expression that best describes the theme being expressed by the advisee. This exercise is designed to improve your skills in recognizing themes.

The following is an example: "That American Studies class was hard, but I liked it. We worked in groups of four and we divided that work up between us in the group. We were kind of a team where each depended on the other and helped each other out." The answer is circled below:

A. persuading
B. plans own goals
(C.) working with others
D. confident

While the other three choices may have some relationship to the situation, the aspect of the class that the advisee seems to have enjoyed is working with other students.

Here are 10 sample advisee statements. Complete them as directed above and check your responses with those suggested, following the 10 statements.

1. "That class was okay for me. It was easy to get things done because the assignments were all printed out on a sheet with them when they were due."
   a. adaptable
   b. like to see results
   c. spontaneous
   d. dependent on others for goals

2. "One thing that I did like about working in the supermarket that there was always someone to talk to. A lot of people I knew shopped there and we'd talk."
   a. handle objects
   b. conforming
   c. social contact
   d. persuading

3. "I played trumpet in the junior high school band. I liked it, but I hated to practice, so I never got very good."
   a. lacks assertiveness
   b. dislikes routine
   c. needs attention
   d. athletic

4. "Math and science I like and I always do my assignments in those subjects. But I can't get into English, especially in the literature. Sometimes I don't do much in English."
   a. needs interest to perform
   b. achieve ideals
   c. difficulty asking for help
   d. pleasure seeking

5. "The teachers seem to talk to the A and B students only, and don't have time for ones like me. I get discouraged and quit trying."
   a. attention from adults important
   b. likes novelty
   c. competitive
   d. persistent

6. "Sometimes when I'm getting ready to do my homework, my friends call and we'll go out and do things instead of getting my work done."

   a. attention to details
   b. assertive
   c. easily distracted
   d. friendly

7. "I feel I should have finished my work on time, but I had to go back and check some of it to be sure it's right."

   a. likes to investigate
   b. dislikes supervision
   c. introspective
   d. methodical attention to detail

8. "I figure that by now I should have been able to buy a car, but with the job market the way it is I haven't been able to get a steady job and buy what I want."

   a. efficient
   b. material objects important
   c. handle objects
   d. independent

9. "They weren't fair. I worked twice as hard as everyone else in the store, and did better work, too. But everyone else got raises in a couple of months, and I didn't get one for a year."

   a. dependent
   b. cooperative
   c. seeks reward and recognition
   d. competitive

10. "I thought maybe I was falling behind at work so I asked the manager. He said no. I had to pound and keep on pounding him until I finally got my raise."

    a. assertive
    b. seeks to organize
    c. practical
    d. critical

ANSWERS:

1: d 2: c 3: b 4: a 5: a 6: c 7: d 8: b
9: c 10: a

Below are 10 more sample client statements. Complete these if you believe you need further practice on this exercise.

11. "The job was not what I expected. I at least expected it to be stable and steady, where I could sort of count on having work to do and money coming in."

    a. passive
    b. likes excitement
    c. adventurous
    d. needs security

12. "I never do well in math at school, I've never understood algebra and I was always behind. But I enjoy working with the register at the store and I'm really fast."

    a. likes ambiguity
    b. handles money
    c. pleasure seeking
    d. shy

13. "Lots of times I start out enjoying a project, but after a while they seem long and drawn out and I never finish them."

    a. lacks perseverance
    b. likes detail
    c. introspective
    d. lacks assertiveness

14. "If I could find a job that I could be happy with, I could improve our old home and sort of leave my parents set up to where they can be comfortable."

    a. has difficulty asking for help
    b. materialistic
    c. leadership
    d. parents are important

15. "It is going to be difficult for me to accomplish this because there won't be anyone over my shoulder all the time telling me what to do."

    a. prefers direction from others
    b. likes numbers
    c. moves cautiously
    d. likes to help

16. "Well, we have horses, and most of the time I ride them. I have two horses and I ride each two hours a day. It doesn't leave much time for anything else."

    a. strongly interested
    b. likes precision
    c. shows confidence
    d. spontaneous

17. "I wake myself at 7:30 every morning, then get dressed--I always pick out my clothes the night before. Then I fix some breakfast and I always listen to the news while I'm eating."

a. systematic-structured
b. achieving
c. helpful
d. practical

18. "I like soap operas--the stories, the suspense of what's going to happen next. Who's going to find out what? And, uh, who's getting married and who's daughter is pregnant."

a. social interests
b. dependent
c. aggressive
d. pleasure-seeking

19. "One thing about the job that I didn't like was if there wasn't any work to do, they still wanted you to look busy, you know, dust the shelves or something again. It was real boring when there was nothing useful to do."

a. likes to be active
b. likes outdoors
c. achievement oriented
d. friendly

20. "Most of the time I get along with my parents okay, but our opinions conflict. Sometimes I feel I just want to cut loose from my parents, find it somewhere on my own."

a. critical
b. seeks to organize
c. likes novelty
4. desires independence

ANSWERS:

| | | | | | |
|---|---|---|---|---|---|
| 11: d | 12: b | 13: a | 14: d | 15: a | 16: a |
| 17: a | 18: a | 19: c | 20: d | | |

It is not unlikely that you have some questions about the above answers. You may have thought that there were other themes in the statements that seemed just as accurate as the answer given. This is fine, since there is no one "correct" theme for any one statement.

This exercise was designed to give you practice in looking for themes. As an alternative exercise you may wish to go back over the statements and for each one, list any themes you detect in the statement.

If there seem to be several themes expressed in a statement, you may wonder if all of them are accurate, and whether some are more important than others. One helpful thing to keep in mind is that a person's themes tend to show up in all three areas of life--work, social relations, and friendships. When several themes appear in a statement, those themes which have surfaced in other statements during other parts of the LCA are probably accurate and relatively important.

In this exercise you will be presented advisee statements and asked to find the themes being expressed. After reading the statement, write down in the blank lines the theme or themes you believe are being expressed in the statements. Suggested responses are provided following statement number 10.

EXAMPLE:

"When I was young, I used to get upset and cry anytime my parents were taking me somewhere and I was late--like to a birthday party. I hated it and so now I always try to be on time."

Sample Responses: punctual desires routine

1. "I have a twin sister--sometimes I do better than her and sometimes she overshadows me. We would always grow in spurts and one is always ahead of the other."

_____

_____

2. "I was nearly on my own that whole summer and when I came back everything seemed so different. I questioned everything and I didn't like the discipline and restriction at home."

_____

_____

3. "My parents have always forced us to go to church and yet they never do and so--I don't go anymore. Maybe they think I do but I don't."

_____

_____

4. "My parents are always talking about we haven't got any money and so what bothers me about going to school somewhere is all the money they will have to spend."

_____

_____

5. "My parents give me lots of material things, but when it comes to doing things for myself, well, my mother always won't let me. I'm seventeen years old and I should be able to make a cake by myself."

_____

_____

6. "An intimate friend is someone you can talk to, someone who you feel understands you, someone you feel might have the same sort of problems you do."

_____

_____

7. "I had the ability to do the work, but here in the 12th grade it has become impossible for me to settle down enough to do my studying."

_____

_____

8. "Well, since I wasn't in school this summer, and my family needed the money, uh, I needed the money, I think I should have gotten a job, brought in some money and helped ou.."

_____

_____

9. "We've got a car but my mother needs it to go to work. So, unless I get a job near my house, well, I've got no way to get there. Well, there is a bus--but it takes so long and it's not comfortable."

_____

_____

10. "I probably should have looked for a job over the summer, but I didn't. Actually, I didn't want a job that much--I didn't want someone bossing me around and I figure that's what would have happened."

_____

_____

SUGGESTED THEMES

1. competition
2. desires independence, values free choice, challenges authority
3. rebellious, independent
4. desires independence, guilt about being dependent, concerned about money
5. wants to accomplish, independence
6. friendships are intense, desires close contact with people
7. disinterested in school, unable to persist
8. family is important, responsible, wants to carry her/his share
9. transportation is a problem, won't tolerate inconvenience
10. dislikes being supervised, desires independence, not committed to working

Following are 10 more client statements. Complete these if you want further practice on this exercise.

11. "Most of the summer is gone, but I've had a good time. I spent time with my old friends and met some really great new ones."

12. "I find if I plan my time well enough that I get something done, then I don't feel so bad wasting a little time. But if I waste a lot, then I don't like it."

13. "I like to go camping. Traveling to me doesn't mean going to the biggest hotel, it means just seeing things without having to spend a lot of money."

14. "I've always done better in school than she has, but as far as social activities it seems like she is always ahead of me. I'll catch up to her, but suddenly she's ahead of me again."

15. "I saw some old friends up north for the first time in two years. It was nice. It was good to know that I still had these people as friends, and I didn't have to be anything or anybody but myself."

16. "If I'm with close friends, I'll drink. Yet with some groups, I'd rather not have drinks, because who knows what could happen. Besides it's too easy to use it as a crutch for getting along."

17. "Some kids in my art class just didn't belong there. I think they were there for kicks, just to be silly. They'd make noise, ask annoying questions and interrupt me. I decided I would rather do my art by myself, without anybody watching, so I dropped the class."

_____

_____

18. "Everybody always was down on me because of my handwriting--sloppy. But when I'm writing I want to say what I have to say and get it out, so I don't take a lot of time to make each letter perfect."

_____

_____

19. "My mother got really mad at me the other day for something I didn't do. I wanted to have it out with her right then, but I know she doesn't listen when she's upset. So I decided to wait and talk with her adultly after some time had passed and I knew she'd be more calm."

_____

_____

20. "My sister just keeps demanding and demanding things until my parents give in. A lot of times I want the same things, but I'll give up some of these things in order to make things easier at home."

_____

_____

SUGGESTED THEMES

11. friends are important, sociable, outgoing
12. organizes, desires efficiency, wants to accomplish
13. adventurous, seeks novelty, material things not important
14. competitive, social contacts important

15. values friendship, openness, values individuality
16. exercises self-control, independent, faces reality
17. artistic, distracted by others, serious about art
18. disregard for detail, works hurriedly, sometimes careless, needs to express self
19. controlled, tactful, practical
20. flexible, compromising

The previous exercises gave you practice in examining student statements for themes. This information about the advisee is valuable to the advisor. However, the information becomes even more valuable when the advisee, too, becomes aware of the consistencies and preferences he/she exhibits in dealing with life. Increased student self-awareness leads to increased self-knowledge. One important consequence of this self-knowledge is that a student is better able to choose classes, design plans of study, and examine potential careers that will be compatible with the needs, abilities, and preferences the student possesses.

This exercise is designed to assist you to develop skills in helping advisees recognize the themes in their lives. In this exercise you will be given a number of student statements. After reading the statement, write down in the space that follows a sentence or two that you would make in response and that would help the advisee recognize themes. As pointed out previously, the advisor need not repeat, respond to, or clarify the themes in every student statement when actually conducting the LCA. However, for the purposes of this exercise, attempt to respond to each of the 10 student statements.

There are several competencies or skills that you will need to possess in order to complete the exercise, including recognizing themes, using attentive listening, and effective communication. For example, some of the themes may be negative or unflattering to the

advisee. The advisor needs to be able to help the advisee recognize these themes without causing the advisee to become defensive or feel "put down."

If you have not acquired these skills, or you find that you have difficulty with this exercise, refer back to earlier objectives in this module and to the human relationships skills book listed in Appendix B for exercises to build up these skills. Some suggested themes that the advisor could point out to the advisee are provided following statement 5.

1. "Well, I'd really like to move out from my parents, you know, get my own place. I won't do it unless I really decide after really calm thinking, not just a stupid running away, pack your things in a bag and go. There's this thing my mother has, where she still wants to pick my clothes for me and she wants to do this for me, and that, and everything else. I don't want her to keep on treating me like a little kid. One thing though, that might keep me home is I know moving out would hurt their feelings an awful lot. They want a lot for me, good things."

2. "I never can study at home. With all the yelling between my parents and my sister how can I? What I do is wait until about 9:00 p.m. when everyone is sitting down, maybe watching television, and everybody has quit yelling and stomping around. Then I start studying, and go til midnight, or 1:00. Before that I do chores, cleaning the house and things like that which don't take much thought."

3. "My history class last semester, the fat slob sits up there and reads a book! He's trying to look real intelligent, you know what I mean. We're in the back of the room playing basketball, throwing paper towels out the window, something else, you know. I mean, there wasn't anything else to do. Had to do something to break up the boredom. Yeah, he'd sit up there and read a book. Every day he'd read a book."

4. "Like last night, I stayed up and watched a movie on T.V. til about 1:00. And, well, my Mom usually gets me up in the morning, and I, uh, didn't get up too good this morning. She got mad, I don't know why. She always seems to be mad at me in the morning just cause I don't pop out of bed with a big smile on my face. So I'll come out to breakfast and I'll just sort of keep out of the way, you know. I don't smile in the morning."

5. "Of course, when the weather is nice, I like to play baseball. Soon as the ground thaws and dries up, we get out our mitts and bats and get going. It always is the same group of guys, too, and we get along real well. Nobody's fighting about who gets to bat first, or who pitches, or has to play right field. We just have a lot of fun being outside after being cooped up all winter."

SUGGESTED THEMES

1. desires independence, thinks problems out, not impulsive, empathatic, cares for parents
2. home is chaotic, adapts to adversity, makes good use of time
3. critical of authority figures, may act out with others when bored, impatient when expectations not met
4. pleasure interferes with responsibility, dependent on others, avoids conflict, not a "morning person"
5. enjoys outdoor activity, enjoys sports, likes social contact

Below are five more advisee statements:

6. "I like to do things that boys do. I like to play cards, and just a couple of things have cropped up lately have occurred to me that I am just as good as them. I can beat boys. If they teach me a card game, I can beat them at it. I have found myself consciously slowing down out at the swimming pool so that I won't outswim them. I can dive, and it gives you a weird feeling when they ask "Can you do a one and a half?", and I can, and they can't because they don't have the nerve."

7. "Well, my first job was a filing job in an office. I did nothing, but file all day. I felt like a machine could do just as well as I could, you know, without any training or anything. When I had a job working with invoices, which was a varied job, and it was a little better. But really, that kind of work bores me stiff. I always had the feeling that there was, I don't know, something better to work for than just get up, go to the office, and come back. Something higher."

8. "Well, at one time I wanted to be a teacher, but I realize that when I was going to elementary school, I didn't get some of the basic things you need like reading ability and spelling. I've always been a poor reader, and I thought, well, that would be one thing I could further that interest in them, you know, but then I got to wondering, if I'm a poor speller and poor reader, could I help them at all?"

9. "I've got some really neat friends in my neighborhood. Almost always someone's around, and something exciting going on. We laugh a lot about school, how dumb and crazy it is and then do something so we can forget about it. The bowling alley and the skating rink--that's where we go most of the time. Or to movies or something, or just driving around. School was the same old boring thing, day after day, but with my friends, anything can happen."

10. "A lot of times I'll just do something at home. I like to look at car magazines, you know, where they talk about new models and test them out. Or I'll read a book, science fiction mostly. Sometimes I'll watch *Mork and Mindy* or the *Dukes of Hazzard* on television."

SUGGESTED THEMES

6. competitive, athletic, fights against stereotypes, confident of abilities
7. dislikes routine work, desires a challenge, lacks a clear goal
8. trying to choose goals, lacks school skills, realistic in examining choices, not sure of abilities

9. values friends, enjoys socializing, not interested in school, likes variety and spontaneity
10. social contacts not important, interested in automobiles, entertained passively

## SUGGESTED ACTIVITIES

In order to gain practice in the use of the LCA technique, complete one or more of the following exercises.

1. Ask someone to conduct the Career Assessment and Typical Day sections with you as the advisee. Request that the interviewer pay attention to the themes you express and repeat, reflect, and clarify them back to you. Notice whether or not your interviewer is able to point out to you your themes, using language that agrees with yours, and in a manner that does not make you feel defensive.

2. Conduct the Career Assessment and Typical Day sections with someone else, paying special attention to the themes being expressed. Do not attempt to respond directly to each theme expressed. Instead, try to respond as the advisor in the sample dialogue in Objectives C and D does. *Do* reflect back to your "advisee" the major themes being expressed. Can you recognize the themes? Can you point them out in a manner that allows the other person to recognize them too? Can you point out negative or unflattering themes without "putting down" the person?

*Objective F: To be able to determine themes from advisee statements.*

Competencies

The advisor can:

- ☐ recognize the themes that a student statement reveals
- ☐ determine the themes being expressed in student statements
- ☐ repeat, clarify and reflect themes so that the advisee can recognize the themes
- ☐ describe the advantage gained when the advisee recognizes themes

8i

## STRENGTHS AND OBSTACLES

*Objective G: To know the purpose of the Strengths and Obstacles section and its application to the LCA process.*

### Competencies

You will be able to:

1. identify the kind of information to be gained from the Strengths and Obstacles section
2. identify some reasons why an advisee might find it difficult to respond
3. identify strategies to draw information out of uncommunicative students
4. recognize student strengths and weaknesses from student statements
5. recognize the use of various strategies in a portion of dialogue

The strengths/obstacles section of the intake consists of asking advisees what they believe to be their three main strengths and three main obstacles.

Three main strengths

- resources at own disposal
- what do resources do for them

Three main obstacles

- related to strengths
- related to themes

This assessment gives direct information about the problems that are dealing with and the resources they have at their own disposal to help them. This is accomplished by asking the clients to look at roles they play (student, family member, employee, friend, etc.) and the skills they use to carry out that role. After advisees name their three

strengths it is best to probe deeper by asking them what these strengths do for them. For example, if an advisee lists persistence as a strength, further probing might disclose that it is a strength because it makes him/her keep trying. This kind of information can be a helpful revelation for both the advisor and the advisee. The same kind of probing and clarification should also be done with the obstacles. Advisees may find it easier to come up with problem areas, perhaps because of past failure or low self-esteem, or simply because they have never tried to determine their strengths before. It is recommended that the advisor help advisees look at their strengths and obstacles together. For example, how can their strengths be used to offset their obstacles? This helps the advisee start thinking in terms of the abilities, competencies, skills, etc., he/she already possesses.

Following is a portion of the Life Career Assessment Interview wherein the *strengths and obstacles* are pinpointed.

Adv. What is another strength of yours?

Stud. Well, I think I'm smart, kinda smart, anyway.

Adv. How does that help you?

Stud. Um, I have lots of common sense (laughs) I think. I like to do well in school. *Confident of abilities*

Adv. Intelligence should certainly help there.

Stud. I like to do well, and that increases my knowledge. I like that. Also I think that if I set my mind to doing something, then I usually do it. *Values education*

Adv. You're a doer, an accomplisher.

Stud. Yeah, a doer, not a talker. People who just sit around and talk about something but don't do anything drive me crazy. I'm the type of person that if something needs to be done, I'll do it. I think it will help me in the future, like if I go into business as an interior decorator. It's a very competitive field, though.

*Active, goal oriented*

*Forming career goals*

Adv. Will competing be a problem for you?

Stud. If I like something, I'll compete full force and I usually achieve what I want. But sometimes, I guess, I don't try very hard when I'm not interested. But I think I'll like interior design. Another thing is that I like material things, like I want to own a Porsche, and I know I'll have to compete to be successful to buy what I want.

*Competitive*

*Material things important*

Adv. So you'll set up a goal and do what you need do to reach it.

Stud. Yes, pretty much.

Adv. Do you know of any problems you need to work on, things that might prevent you from reaching a goal?

Stud. Well, sometimes I'm not real positive about myself. *Some doubts about abilities*

Adv. How does that interfere with what you want to do?

Stud. Well, like a lot of girls I know who are really cute will say, "Oh, I'm so ugly." They're just trying to get some attention, get somebody to say, "No, you're not." Sometimes I catch myself trying to do the same thing, trying to get sympathy when I'm not feeling sure about myself or something. I don't want to be one of those who constantly complains. *Wants to be well-liked*

Adv. You are able to catch yourself on that?

Stud. Usually.

Adv. Any other problems?

Stud. Sometimes I have a very short temper; that gets me in trouble.

Adv. How so?

Stud. Well, I guess it's not that I have a short temper, actually. It's really a long one, but I keep little things inside me, and don't release it, so things will build up to where the smallest thing can make me explode. I've been trying to work on it. *Lets annoyances build*

Adv. What have you been doing?

Stud. Well, people always look at me as someone who doesn't have any problems, because I don't complain. I don't feel comfortable telling people my problems. My parents noticed that I would explode occasionally, so they've been trying to get me to talk with them about what's bugging me more often.

*Has difficulty revealing problems*

This advisee has revealed that she is a goal oriented, active, competitive person. She appears reluctant to share her problems with people she knows, perhaps fearing that others will view her as attempting to get sympathy. This holding in of personal concerns sometimes leads to explosions of anger. This may be something that the advisor and advisee choose to work on.

Section three of the LCA is intended to assist the client in exploring personal strengths and weaknesses. However, some advisees will have little awareness of the strengths they possess. Failure in school or on a job, excessive criticism from parents and teachers, put downs and teasing from peers, are just a few of the reasons that lead students to have low self-esteem and a low opinion of their own abilities. Simply asking an advisee such as this to list these abilities may not elicit much information. The advisor must use special skills to draw this type of information out of an advisee. The exercises in this section are designed to develop these special skills. In addition to their value in the Strengths and Obstacle section of the LCA, these skills will also be helpful for drawing out the uncommunicative advisees during other portions of the LCA.

During the Strength and Obstacle section of the LCA, the advisee may not be able to respond to the advisor's request to list three

strengths or three obstacles. In this case break down the task into smaller parts by asking the advisee to list just one strength or obstacle. After one has been discussed, ask for another. This approach takes the pressure to come up with a quick list of things off the student, and allows time for the student to come up with more detail. An advisee's failure to give any strengths may be a result of embarrassment or a reluctance to brag. If this seems to be the case, simply encourage the advisee that it is fine to be positive about oneself.

The advisor may encounter an advisee who gives short answers or answers that contain little information in response to the Strengths and Obstacles section. For example, the advisee may give as a strength, "I'm a good student." This is a "catch all" response that doesn't reveal much information. To gain the most information, the advisor must ask the advisee to explain vague statements in more detail. The advisor can ask "What does being a good student mean to you?" or "What do you believe are the best things about the way you work?"

Vague answers may be encountered while conducting other portions of the LCA. In describing a typical day, an advisee may state "I get up, go to ____, come home, eat, and go to bed." Again, little information can be gleaned from this statement. Instead, ask "How do you wake up? Does an alarm clock wake you or does someone else get you up? How do you get breakfast?" and continue examining the advisee's day in similar detail.

Another situation to which the advisor must be ready to respond is the client who cannot think of any strengths. One strategy is to simply move on to the obstacles section and be especially sensitive to strengths that may be hidden. For example, the advisee who lists as an obstacle "I work too slow" may reveal upon further probing "I pay a lot of attention to detail and want to be sure everything is right." Another strategy is to recall and reflect some of the themes expressed in other parts of the LCA. The advisor might say to the advisee "When you were talking about your typical day, you explained that your schedule was different each day depending on the schedule of other

people in your family. Yet you seem to be able to get done what you need to each day. It seems to me that you are very flexible and adaptable." Action of this sort by the advisor can help advisees discover strengths they possess, can result in greater self-esteem in the advisee, and may stimulate the advisee to think of other strengths possessed.

One final strategy that an advisor should consider whenever an advisee seems unwilling to talk freely is to examine the advisor's style. While even the most skillful helpers encounter persons who do not "open up" to them, all advisors need to check their use of human relationship skills when their interactions with advisees seem to be unproductive. Is the advisor using good attending and listening skills? Good perceiving skills? Helpful response styles? The books on human relationships skills listed in Appendix B can help you evaluate and, if necessary, improve these skills.

Objective F: Self Test

Read the following questions and write out your responses in the blank space that follows. Suggested responses are provided at the end.

1. Describe the general procedure for conducting the Strengths and Obstacles section.

2. The Strengths and Obstacles section of the LCA involves requesting the advisee to list personal assets and shortcomings. Why might an advisee have difficulty doing this right away?

3. How can an advisor make the student's task of listing his or her skills seem less imposing?

4. Some advisees can give short answers in response to the advisor's inquiries about their strengths. Why might this information not be useful, and what can the advisor do to get more helpful information?

5. Imagine, that you, the advisor are working with an advisee who cannot tell you of any strengths, but can give you several obstacles. You have already conducted the Career Assessment and Typical Day portions of the LCA. How might you and the advisee discover some strengths of the advisee?

6. What can the advisor do in #4 if the other sections of the LCA have not been done?

7. Are there any other strategies to consider whan working with an advisee who does not seem to communicate freely?

Objective F: Self Test

Suggested Responses

1. The advisor can begin by simply asking advisees what strengths they believe they possess, or by asking them to look at various roles they play (worker, student, friend) and the skills used. In either case, explore further by finding out what these strengths do for the advisee or enable the advisee to accomplish. The same sort of exploration should be done for obstacles. It may be useful to see how the advisee's strengths may offset obstacles.

2. Poor self esteem leads to belief that they have no abilities. They are not aware that they possess any skills and therefore, a request to list 3 skills they have seems like an impossible task for them. Or the advisee may be embarrassed to brag.

3. The advisor can break down the task--ask for only one strength. Also, the advisor can encourage the client to be positive.

4. The answers may be vague or "catch all" responses. The advisor can ask the advisee in more detail what vague phrases such as "good student," "hard worker," and "boring class" mean. This should elicit more specific information.

5. Recall some of the activities the advisee mentioned and some of the themes expressed by the advisee in other portions of the LCA. There may be strengths and skills being expressed there. Recall these, point them out to the advisee.

6. It is sometimes possible to examine the student's obstacles in more detail and discover some hidden strengths or positive aspects.

7. The advisor's human relationships skills are always a factor in how freely an advisee will talk with an advisor. The advisor can look at his or her use of relationships skills and improve them by referring to the Human Relationships Training Program.

## Suggested Activities

In order to gain practice in using the LCA format, complete one or more of the following exercises.

1. Conduct the Strengths and Obstacles portion on yourself. Write down the strengths you possess and what they allow you to accomplish. Notice the kinds of questions you ask yourself to get these answers. Explore your weaknesses as well, in the manner suggested in Objective F.

2. Have someone such as a fellow advisor or your school's counselor conduct the Strengths and Obstacles section with you. Notice the way this person interviews you. Do you feel threatened or comfortable? Does the person get the necessary information from you? If so, how? Does that person relate your obstacles to your strengths?

3. Conduct the Strengths and Obstacles portion with someone else. See if you enable that person to fully explore strengths and weaknesses by asking probing questions in a non-confrontive, non-threatening manner. After you are finished, ask the person for feedback on the effectiveness of your style.

*Objective G: To know the purpose of the Strengths and Obstacles section and its application to the LCA process.*

Competencies

The advisor can:

- ☐ Identify the kind of information to be gained from the Strengths and Obstacles section.
- ☐ Identify some reasons why an advisee might find it difficult to respond.
- ☐ Identify strategies to draw information out of uncommunicative students.
- ☐ Recognize student strengths and weaknesses from student statements.
- ☐ Recognize the use of various strategies in a portion of dialogue.

## SUMMARY

*Objective H: To know the purpose of the Summary section and its application to the LCA process.*

### Competencies

You will be able to:

1. Identify and discuss the purposes for conducting the Summary section.
2. Identify four points to keep in mind while conducting the summary.
3. Describe the use of the theme worksheet.

The summary section is the last portion of the LCA. There are two primary purposes for conducting a summary. One purpose is to emphasize the information that has been gained during the interview. During the summary it is not necessary to review every bit of information obtained, but the prominent life themes, strengths, and obstacles should be repeated. It is most helpful when the advisor asks advisees to summarize what they have learned from the session. Having the advisee take the lead in expressing what has been learned increases the impact of the information on the student, thus increasing self awareness, and lets the advisor know what the advisee has gained, and in some cases, has missed. When the advisee has finished, the advisor can add any points that seem to have been omitted. It is important that the advisor and the advisee reach agreement in a summary about the person's life themes. This agreement is particularly effective when it can be reached using the student's own words and meanings, for only then will the summary of the advisee's approach to his or her life make the most sense.

The second major purpose of the Summary is to begin to relate the information gained to goals that the advisor and advisee may wish to work toward. The life themes that have been revealed may suggest

potential occupational choices that require further exploration, or may suggest that certain fields be dropped from consideration. Themes may also suggest plans of study and specific classes that would be appropriate for the advisee. Through the strengths and obstacles discovered, as well as through themes, positive aspects of the advisee may have been revealed that can be developed and be used to advantage to solve educational or personal problems. Then, too, weaknesses such as poor study habits or problems dealing with authority figures may have become apparent, in which case the advisor and advisee can decide to establish goals and form a plan of action to reach these goals.

Read the following example of a Summary of an LCA interview. Notice whether or not the advisor:

(1) Attempts to highlight the important life themes, skills, competencies, and obstacles revealed;

(2) Allows the advisee to express what has been discovered;

(3) Attempts to reach agreement with the advisee on the advisee's life themes and skills, using the advisee's own words;

(4) Relates the information gained to goals and courses of action.

Adv. We've been talking for a while here, and I guess I'd like to try to tie together some of the things we've talked about. Have you learned anything or realized anything new about yourself that you hadn't seen before?

Stu. Well, one thing I guess, is people. I mean, I knew I liked people, but I didn't realize that I had other people involved in nearly everything I do.

Adv. Yes, that's something that seems rather strong in you. The subjects you enjoy, the teachers you like, your free time, all have that people angle.

Stu. Yeah, I suppose that's true. And maybe that's one of the reasons I'm interested in interior design, to work with a customer and try to satisfy them.

Adv. What else have you realized?

Stu. I think that I'm pretty responsible, at least for my age. A lot of my friends don't seem to do anything except goof off, especially during the summer. I do things around the house and work. And I don't mind it at all. I feel like I'm being useful.

Adv. I agree. Being responsible seems to be very important to you. Anything else?

Stu. No, I don't think so.

Adv. I was a little surprised when you said that you weren't positive and sure about yourself. You seem to be pretty confident about your intelligence and your ability to accomplish what you need to or want to. And you come off to me as a confident person.

Stu. (Laughs.) I see what you're talking about. I guess I feel like I can do some things well, but that the things I do well are easy, and there is a lot more stuff that I don't do well.

Adv. Kinda like you have some specific strengths, but overall you don't feel like you can do many things.

Stu. Yeah, I think that's it.

Adv. Well, feeling unsure of yourself is a pretty common thing, but it probably feels uncomfortable to you. Is building your confidence something you'd like to work on?

Stu. Yes, I would, if I can.

Adv. Why don't we talk some more about it next time we get together.

Stu. Okay.

In this exchange, it is apparent that the student has gained some in self-awareness. The advisor and advisee did agree on themes, and the advisor added a point that the advisee had not mentioned. Together, they planned to begin working on a problem that the advisee faced.

The LCA interview, if done in its entirety, generally takes 40-45 minutes. It is recommended that all portions of the interview be done during one session if at all possible. This allows the greatest gain in information and client self-awareness. However, if time constraints make it impossible to do the entire interview in one session, it can be done section by section over two or three sessions. For example, the counselor may choose to do only the Career Assessment section during the first session, and do the others at a later date. Any combination of the Career Assessment, Typical Day, and Strengths and Obstacles sections can be chosen. However, a Summary should be done at the end of each session, no matter which sections are covered.

Regardless of whether the interview is conducted in one session or several, the LCA can best serve its function as an information gathering device and as a foundation upon which to build the advisor-advisee relationship if it retains an informal, conversational tone. Therefore, it is recommended that the advisor take no notes during the LCA. Note taking during the interview divides the advisor's attention, thus preventing the advisor from fully listening to the advisee and interfering with the formation of a trusting relationship. Additionally, some advisees may feel intimidated if personal information is recorded during the session.

It is advisable, though, to do some recording of the information gained during the interview. This can be done after it is over by using the Life Career Assessment Theme Worksheet. The major content areas of the LCA are listed on the worksheet, and space is provided in which to record the client's likes, dislikes, activities, strengths, obstacles, etc. There is also a space in which to record the themes that emerge in each content area. Filling out the theme worksheet <u>after</u> the interview is over allows the interview to proceed without distractions, yet provides a record of the information gained.

Following is an example of the Theme worksheet.

LIFE CAREER ASSESSMENT

THEME WORKSHEET

| Assessment Area | Advisee Statements/Words | Themes |
|---|---|---|
| Educational Progress/ Problems:<br><br>Subject Preferences<br><br>Teacher Preferences<br><br>Classroom Conditions Preferences | | |
| Work Experience/ Activities: | | |
| Recreation:<br><br>Leisure Time<br><br>Social Life | | |

| Assessment Area | Advisee Statements/Words | Themes |
|---|---|---|
| Typical Day:<br>School Week Routine<br><br>Week End/Time Off<br><br>Free Time | | |
| Strengths & Obstacles:<br>Three Main Strengths<br><br>Three Main Obstacles | | |

Objective H: Self Test

Answer the following questions, based on the knowledge you have gained from this objective. Suggested answers can be found on the page following the questions.

1. There are two overall purposes in conducting the LCA summary--what are they?

2. Should the advisor do the bulk of the summarizing? Why or why not?

3. Is agreement between advisor and advisee on life themes and skills necessary? How should life themes and skills be worded?

4. Explain how information discussed in the summary might lead to goals.

5. What are the reasons for using the LCA Theme Worksheet?

## Objective H: Self Test
## Suggested Responses

1. One is to emphasize the information gained during the interview. The other is to begin using the information gained to establish advisee goals.

2. Usually not. If the advisee does most of the summarizing, he or she is more likely to retain the knowledge uncovered during the interview, which leads to greater advisee self-awareness.

3. Yes. The advisor and advisee should agree on statements that are worded as much as possible in the advisee's own language.

4. The advisee's life themes can serve as guidelines for beginning the search for an appropriate career or for planning a suitable course of study in school. Life themes and strengths that are discovered may deserve or require development so that the advisee is better able to deal with educational, career, and personal concerns. Obstacles, once revealed, suggest goals of overcoming these obstacles, and plans can be made to reach these goals.

5. Note taking during the interview may inhibit the advisee from responding fully and freely, as well as interfere with the development of a trusting relationship between the advisor and the advisee. However, it is helpful for future planning to have a record of the information gained during the interview.

   The Theme Worksheet can be used after the interview to organize and record the advisee's statements about likes, dislikes, activities, strengths, and obstacles, and to note the themes the advisee is expressing.

## Suggested Activities

In order to gain experience in using the LCA, complete one or more of the following activities.

1. Do a summary of the information you obtained by conducting the Career Assessment, Typical Day, and Strengths and Obstacles sections with yourself. Write down statements that sum up the information you have obtained in the other section. There is no need to try to write a dialogue, but do try to write the statements as if you were speaking them.

2. Have someone else, such as a fellow advisor or the school counselor conduct one or more of the other LCA sections with you and then do a summary. Observe whether or not that person encourages you to summarize your perceptions, and adds important points you omitted in words consistent with your own.

3. Conduct one or more sections of the LCA with someone else and then do a summary. Attempt to conduct the summary as suggested in Objective G. After you finish, get feedback on your style. Ask your "advisee": (1) "Did I encourage you to do most of the summarizing?", (2) "Did I add points you omitted?", (3) "Did my language agree with yours?"

*Objective H: To know the purpose of the Summary section and its application to the LCA process.*

## Competencies

**The advisor can:**

- ☐ **Identify and discuss the purposes for conducting the Summary section.**
- ☐ **Identify four points to keep in mind while conducting the summary.**
- ☐ **Describe the use of the theme worksheet.**

## DEMONSTRATING THE LIFE CAREER ASSESSMENT PROCESS

*Objective I: To be able to demonstrate the entire LCA process.*

### Competencies

You will be able to:

1. Integrate the use of the four LCA sections into one interview.
2. Use the theme worksheet.

In completing the earlier objectives of this module, you have had an opportunity to acquire a large number of competencies that are applicable to the LCA. The competencies presented in the previous objectives are all those "pieces" necessary to conduct the LCA effectively. However, just as the engine, transmission, brakes, and other parts of a car must fit together and function as a unit, so too must the pieces or competencies of the LCA be fitted together as a unit. The purpose of this final objective is to give you some practice in integrating all the competencies you have acquired into the total LCA process.

The way to achieve this integration of various component competencies into a smooth, effective overall process is simply to practice the LCA process in entirety. The final practice exercises suggest several ways through which you can gain this practice. No matter which options you choose, keep the following points in mind:

1. Do all four sections of the LCA.
2. Obtain both the surface information and the themes.
3. Point out themes to your "advisee."
4. Use the theme worksheet.

## Suggested Activities

Complete one or more of the following exercises involving use of the entire LCA process.

1. If you are in training with several other advisors, interview one of your fellow trainees. The other person can adopt the role of an advisee or respond from a personal point of view. Ask the person to give you feedback afterwards on your style and effectiveness in using the process. If possible, have a third trainee observe your interview and provide additional feedback.

2. If you are studying this manual alone, interview another advisor or the school counselor, preferably someone who is familiar with the LCA. Again, the other person may choose to "play" an advisee or answer personally. Ask the person to provide you with feedback on your use of the process. You may choose, with your "advisee's" permission, to tape the interview on a cassette deck, and play the tape back, allowing you to criticize yourself.

3. If you are already seeing advisees, and there is no one available to practice the LCA on, go ahead and begin using it with your advisees. If at all possible, arrange for someone already familiar with the LCA to listen in unobtrusively in order to provide you feedback afterwards. If you cannot find anyone to observe you, taping the interview may be considered. This of course would have to be approved both by your supervisor *and* your advisee. If you choose to tape, inform your advisee that he or she is not obligated to be taped, that no one but you will hear the tape, and that the taping is being done solely to help you improve your interviewing skills (if your advisee agrees, you must not use the tape in any other way).

*Objective I: To be able to demonstrate the entire LCA process.*

**Competencies**

**The advisor can:**

- ☐ **Integrate the use of the four LCA sections into one interview.**
- ☐ **Use the theme worksheet.**

## APPENDIX A

### Final Competency Checklist

*Overall Objective:* *To be able to use a structured interview as a tool to begin a relationship with an advisee.*

Competencies

You are able to:

- discuss the importance of the "initial interview" with an advisee
- discuss the advantages of the LCA as an initial interview approach
- discuss Adler's view of the relationship between an individual and the world
- describe the concepts of *themes* and *lifestyles*
- name the four sections of the LCA
- describe the content areas each section covers
- describe the types of information obtained by the LCA
- identify the content areas of the Career Assessment section
- describe the types of information that each area yields
- describe the way in which the counselor can go about getting the information in each area
- recognize the themes pointed out in the sample dialogue
- identify the purpose of the Typical Day section
- identify the two major dimensions that may be revealed
- describe the way in which the counselor can go about getting this information
- recognize dimensions and themes pointed out in the sample dialogue

- name several possible themes
- describe the concepts of *themes* and *lifestyles*
- name several learning style factors
- describe how Holland types can be used with the LCA
- describe the utility of themes and lifestyles in assisting a student in career planning
- recognize the themes that a student statement reveals
- determine the themes being expressed in student statements
- repeat, clarify and reflect themes so that the advisee can recognize themes
- describe the advantage gained when the advisee recognizes themes
- identify the kind of information to be gained from the Strengths and Obstacles section
- identify some reasons why an advisee might find it difficult to respond
- identify strategies to draw information out of uncommunicative students
- recognize student strengths and weaknesses from student statements
- recognize the use of various strategies in a portion of dialogue
- identify and discuss the purposes for conducting the Summary section
- identify four points to keep in mind while conducting the summary
- describe the use of the theme worksheet
- integrate the use of the four LCA sections into one interview
- use the theme worksheet

## APPENDIX B

### Basic Helping Skills Bibliography


Career Development Projects. Basic Helping Skills Training Program. Columbia, MO: Department of Practical Arts and Vocational-Technical Education, 1980.

Carkhuff, R. The Art of Helping III. Amherst, MA: Human Resource Development Press, 1977.

Carkhuff, R. and Anthony, W. The Skills of Helping. Amherst, MA: Human Resource Development Press, Inc., 1979.

Egan, G. The Skilled Helper: A Model for Systematic Helping and Interpersonal Relating. Monterey, CA: Brooks/Cole Publishing Co., 1975.

Gazda, G. Human Relations Development: A Manual for Educators. Boston: Allyn and Bacon, Inc., 1973.

Gazda, G., Asbury, F., Balzer, F., Childers, W., and Walters, R. Human Relations Development: A Manual for Educators (second edition). Boston: Allyn and Bacon, 1977.

Ivey, A. E. and Gluckstern, N. B. Basic Attending Skills: Participant Manual. North Amherst, MA: Microtraining Associates, Inc., 1974.

Relationship Skills. Module I of U.S.E.S. Competency Based Employment Counselor Training Program. U.S. Department of Labor, 1978.

APPENDIX C

Life Career Assessment Summary Worksheet

Name _____ Male____ Female____
(Last) (First) (Middle Initial)

Address _____
(Street)

_____
(City) (State) (Zip Code)

Telephone Number ( ) - _____

---

SUMMARY INFORMATION

Prepared by _____ Date _____

Agency _____

Address _____
(Street)

_____
(City) (State) (Zip Code)

COMMENTS:

## LIFE CAREER ASSESSMENT

| Assessment Area | Themes | Life Role Style |
|---|---|---|
| Work Experience/ Activities | | Worker |
| Educational Progress/ Problems | | Learner |
| Recreation<br>Leisure Time<br>Social Life | | Personal |
| Typical Day<br>Work Week Routine<br>Weekend<br>Free Time | | Family |

LIFE VIEW SUMMARY

| I Am: | Others Are: | The World Is: |
|---|---|---|
| | | |

Life Role Goals:

Obstacles/Barriers to Overcome:

Additions (assessment, information, resources, referral):

APPENDIX D

References

Dinkmeyer, D. C., Pew, W. L., and Dinkmeyer, D. C., Jr. Adlerian counseling and psychotherapy. Monterey, California: Brooks/Cole, 1979.

Eckstein, D., Baruth, L. and Mahrer, D. Life style: What it is and how to do it. Chicago: Author, 1976.

Gorden, R. L. Interviewing: Strategy, techniques, and tactics. Homewood, Illinois: Dorsey, 1969.

Holland, J. L. Making vocational choices: A theory of careers. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Kleinmuntz, B. Personality measurement. Homewood, Illinois: Dorsey, 1967.

McKelvie, W. H. and Friedland, B. V. Career goal counseling: A holistic approach. Baltimore: F. M. S. Associates, 1978.

Mosak, H. H. Lifestyle. In A. G. Nikelley (ed.), Techniques for behavior change. Springfield, Illinois: Thomas Books, 1971.

Tyler, L. The work of the counselor. New York: Appleton-Century-Crofts, 1969.